

Read and Rise®

FAMILY GUIDE



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Bright from the Start

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DEAR FAMILIES:

Children are Georgia's most valuable investment, and supporting them today will pay dividends in their lives and in the future of our state for decades to come. Scholastic and Bright from the Start: Georgia Department of Early Care and Learning want to join you in investing in our children by helping them become strong readers and learners to meet the challenges and opportunities of the 21st century.

It is critical that children have the literacy skills to be successful in school and throughout life. Georgia's Pre-K Program provides a literacy rich environment that builds the foundation for this success. Research has proven that family involvement is key to a child's reading and literacy development.

By using this **Read and Rise®** guide, you are demonstrating your commitment to your child's reading and lifelong success. The guide will support your role as your child's first and most important teacher. Read and Rise highlights the reading and literacy goals your child should achieve by a certain age and provides you with practical tips and short stories you can enjoy with your child.

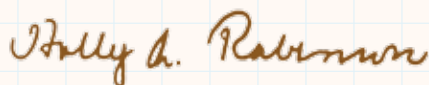
Scholastic and Bright from the Start are proud to share this important resource with you and hope that you will share it with other family members and friends. Together we can prepare our children for a lifetime of success!

Respectfully,



Richard Robinson

*Chairman, President & CEO
Scholastic*



Holly A. Robinson, Ed.D.

*Commissioner
Bright from the Start,
Georgia Department of
Early Care and Learning*

INTRODUCTION

Congratulations! You are on your way to making your child a lifelong reader and learner. How? By making regular daily activities fun learning moments. Whether you are singing to your baby, making her laugh with nonsense rhymes, writing a note to Grandma, reading a bedtime story, or talking about the day's events, you are building a strong foundation for your child's literacy success.

Literacy is more than just being able to read and write. It is the ability to understand and communicate information and ideas by others and to others clearly and to form thoughts using reason and analysis. Literacy is a critical tool for lifelong success.

Research shows:

- The early childhood years, birth to age 4, are critical to literacy development;
- Parental involvement has a positive impact on children's reading achievement;
- Reading aloud to children is an important activity for building the knowledge and skills needed for reading success;
- Children who are exposed to a wide range of words during conversations with adults learn the words they will later need to recognize and understand when reading;
- Studies have shown that, for children whose first language is not English, a strong base in the first language promotes school success in the second language;
- The more children know about reading, writing, listening, and speaking before they arrive at school, the better prepared they are to become successful readers.

To learn to read and then become a good reader, a child must be able to:

- Use language in conversation;
- Listen and respond to stories read aloud;
- Recognize and name the letters of the alphabet;
- Listen to the sounds of spoken language;
- Connect sounds to letters to figure out the "code" of reading;
- Read often so that recognizing words becomes easy and automatic;
- Learn and use new words;
- Understand what is read.

Source: Excerpt from *Put Reading First: Helping Your Child Learn to Read*. The Partnership for Reading (Washington, DC, 2001)

Additional Sources: *Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A Joint Position Statement* by the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA) by Susan B. Neuman, Carol Copple, and Sue Bredekamp. (NAEYC, Washington, DC; 2000); *The Effect of Family Literacy Interventions On Children's Acquisition of Reading From Kindergarten to Grade 3* by the National Institute for Literacy, (2006) *Preventing Reading Difficulties in Young Children* by The National Research Council. Committee Co-Chairs: Catherine E. Snow and Susan Burns. (National Academy Press, Washington, DC, 1998)

HOW TO USE THIS GUIDE

In this guide, you will find information, ideas, and short stories that will help you support your child as he/she grows into a reader.

Young children are eager and have the ability to learn quickly. To encourage a love of reading and learning, it is critical that you create an environment in your home that provides your child with a number of opportunities to see, hear, and use both oral (spoken) and written language.

The guide is divided by age and grade. Each section includes:

- An **Introduction**, where you will find brief, research-based information on the common literacy behaviors of the age/grade.
- A list of **Milestones**—important literacy goals that your child should be able to complete by the end of the age/grade.
- **Try This!**—ideas and activities that can help you help your child gain the skills needed to become a successful reader.
- **Book Nook**, which presents basic features to look for when choosing books for your child.

And, finally, each section includes a beautifully told and illustrated **short story** that you can learn from and enjoy with your child.

Please share this guide with your family and friends—it's a wonderful way to get everyone involved and excited about your child's literacy journey! If you are interested in more information on children's books or literacy learning, check out the "Your Reading Room" section at the end of the guide.



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Talk to Me!

Infants and toddlers learn from and thrive on face-to-face interactions—leaning into a crib, cooing and telling a baby how much he is loved, or holding an 18-month-old close and playing a game of “peek-a-boo.” This kind of interplay is key to your child’s brain development. As your child’s first and most important teacher, one of your goals is to surround your child with talk. This exposure happens naturally when you are singing a song or lullaby, reading a story, or just responding to your baby’s coos, laughs, and cries.

Milestones

Your infant/toddler should:

- Communicate first with gestures and expressions, then with simple sounds and words;
- Enjoy listening to stories, songs, and rhymes and playing language games;
- Learn to talk and respond to others for the pleasure of interaction;
- Love repetition or hearing the same sounds and stories over and over and over;
- Begin using language to explain what she wants, ask questions, and express her feelings and ideas.



DID YOU KNOW?

- **The more words a child hears by age 2, the larger her vocabulary will grow. How?** Infants and toddlers have neurons (or nerve cells) in the brain for language that are waiting to be wired in. Neuron connections are formed by activity, so the more you talk, the more connections your child has. The more connections your child has, the more vocabulary words she can absorb. Research also shows that young children have the ability to learn multiple languages. So, if you know more than one language, share it with your child. She will thank you for this precious gift one day!

Try This!

TALK TO YOUR INFANT THROUGHOUT THE DAY—DURING DIAPERING, BATHING, FEEDING

AND BEDTIME. Give simple explanations of what is happening and what will happen next.

MAKE EYE CONTACT AND SHOW LOTS OF EMOTION WHEN YOU TALK. Use a higher pitch and long, drawn-out vowels (for example, stretch the “i” in *Hi* or the “o’s” in *Good*). This helps your baby hear and learn distinct sounds.

EVERY DAY READ ALOUD STORIES, SING SONGS OR RHYMES, AND PLAY LANGUAGE GAMES TO INTRODUCE YOUR BABY TO THE SOUND OF WORDS.

CREATE A READING RITUAL, WHETHER IT IS BEFORE YOU GO TO WORK, AFTER DINNER, OR AT BEDTIME. Find a comfortable space such as a chair, rug, couch, or bed. Draw your child close to you on your lap. This is key to making reading a lifelong habit.

USE WORDS HE IS NOT FAMILIAR WITH AND EXPLAIN WHAT THEY MEAN.



BOOK NOOK

When choosing books for your infant or toddler, look for:

- Stories and songs with simple rhymes and repeated sounds;
- Words and features that are interactive such as touch and feel, pop-up books, and books with sound;
- Bright pictures of concepts they are familiar with such as animals and colors;
- Sturdy pages made of cardboard, vinyl, or washable cloth;
- Books that are comfortable for your infant or toddler to handle.

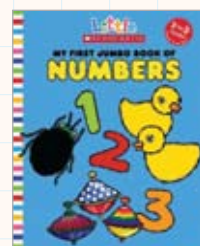
LOOK FOR BOARD BOOKS SUCH AS:



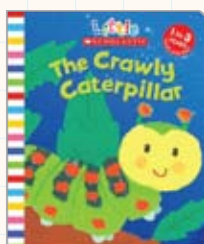
*Twinkle, Twinkle Panda Bear:
A Hand Puppet Board Book*
by Ken Geist



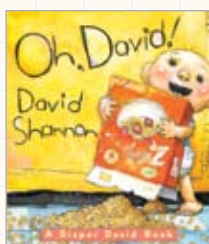
Peek-a-Zoo
by Justine Smith



Numbers
by Justine Smith



The Crawly Caterpillar
by Judith Nicholls



*Oh, David!:
A Diaper David Book*
by David Shannon



Baby Faces: Eat!
by Roberta Grobel Intrater

PEEK-A-BOO!



Peek-a-boo!

I see you!

Staring back with eyes so blue!

See my hands?

Did Mom hide?

No! My face is right inside!

Peek-a-boo!

Do you see him?

That's your older brother, Jim!

He makes a spider,

Climb a spout.

Then the rain will wash it out!

Peek-a-boo!

What is that?

It's our silly kitty cat!

Gently, gently,

pat her fur.

Pretty soon she'll start to purr!

Peek-a-boo!

Can you guess?

a happy, yellow, buzzing bee?

Wait, keep looking—

way up high.

Then you'll find a butterfly!



Peek-a-boo!

Sleepy head.

Now it's time to go to bed.

Shhh!

I'll be here

When naptime's done.

Then we'll have a lot more fun!



Look Who's Talking!

Your preschooler is excited about discovering his world! This includes learning about letters and sounds, pictures and print. You might notice him playing with language by making nonsense sounds and rhyming words, or scribbling on paper. Encourage this discovery! He is exploring how language and literacy are used. Now is an important time to increase your child's exposure to language and print. You don't have to look far—from the blinking red light that says "Don't Walk" to the label on a cereal box, letters, language, pictures, and print are all around us! Have fun and help make language come alive for your child!



Milestones

Your preschooler should:

- Enjoy asking a lot of questions and talking about everything;
- Identify labels and signs in his environment;
- Know some letters (such as those in his name) and make some letter-sound matches;
- Love repeating rhymes and telling simple stories over and over again;
- Understand that print carries a message.



DID YOU KNOW?

- **Reading aloud with your child for just 15 minutes a day will help her become a better reader. Why?** When you read with your child, you are showing her an important early literacy skill called *concepts of print*—"how print works." She is learning how to hold a book, turn pages, listen carefully, and enjoy a story. And she's beginning to understand that print has meaning.

Try This!

TALK TO YOUR CHILD. SHOW INTEREST IN WHAT HE IS SAYING. Play listening games with him that entail verbal clues and directions (for example, *I spy with my little eye...*).

LABEL YOUR CHILD'S BOOKS, TOYS, AND CLOTHES ("JACKIE'S SHOE"). This will help her identify letters and words, especially her name.

PROVIDE MANY CHANCES FOR YOUR CHILD TO DRAW AND PRINT USING MARKERS, CRAYONS, AND PENCILS. Keep lots of paper (notepads, index cards, envelopes, construction) too!

READ ALOUD EVERY DAY! HELP MAKE LEARNING MEANINGFUL BY READING BOOKS THAT REFLECT YOUR CHILD'S CULTURE, HOME, IDENTITY, AND LANGUAGE.

MAKE LEARNING FUN AT HOME AND IN YOUR COMMUNITY! Help your child read food labels, mail, and street signs. Start visiting the library together.



BOOK NOOK

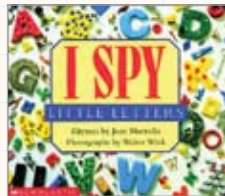
When choosing books for your preschooler, look for:

- Simple concepts (letters, numbers, shapes, colors);
- Fun and predictable plots;
- Rhythmic and sing-songy language that invites the child to join in;
- Clear, colorful, illustrations or photos;
- Animals or young children as main characters;
- Books that have audio recordings of the text.

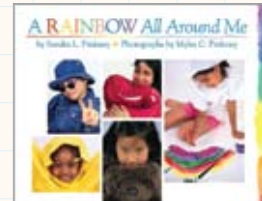
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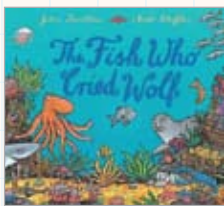
*Is Your Mama
a Llama?*
by Deborah Guarino



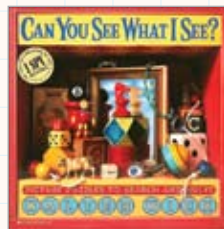
*I Spy Little Letters
Board Book*
by Jean Marzollo



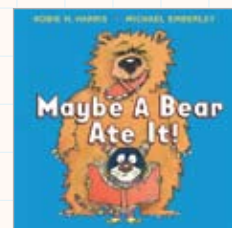
*A Rainbow All
Around Me*
by Sandra L. Pinkney



The Fish Who Cried Wolf
by Julia Donaldson



Can You See What I See?
by Walter Wick



Maybe A Bear Ate It!
by Robie H. Harris



Ages 3-4

P R E S C H O O L

buzzzz...

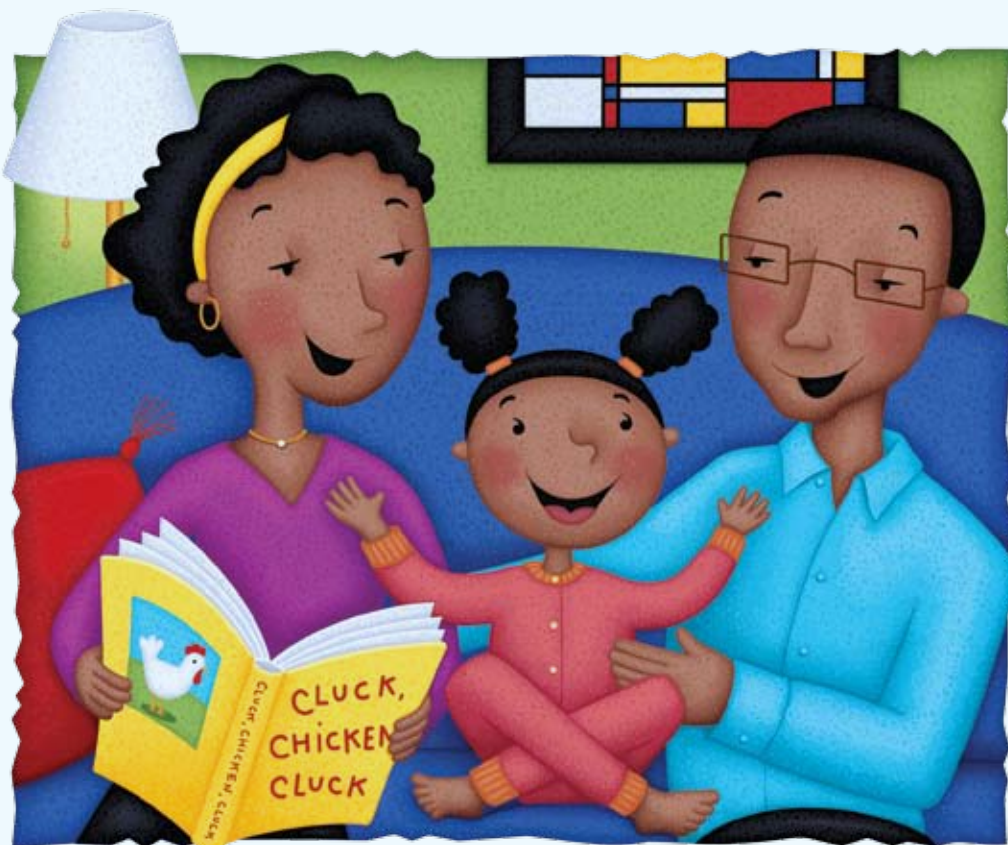


hiss...



peep, peep...

What Sound Does



Bedtime was Kayla's favorite time of the day. Each night she brushed her teeth and put on her pajamas. She chose her favorite story to read. Then she cuddled on the sofa with her mother and father.

They read the same story each night: *Cluck, Chicken, Cluck*. Each night Kayla said, "Ask me the sounds! I know them all."

click click...



moo...



quack, quack...



woof...



hee-haw...



oink, oink, oink...



...



a Butterfly Make?

"What sound does a cow make?" asked her father.

"Moo," giggled Kayla.

"What sound does a duck make?" asked her mother.

"Quack, quack," said Kayla. She was very good at this game.

"What sound does a dog make?" asked her father.

"Woof, woof," said Kayla.

"I know a hard one! What sound does a turkey make?" asked her mother.

"Gobble, gobble," said Kayla. "You can't fool me!"

"These are too easy," said her father. "Let's try a harder one.
What sound does a tiger make?"

"Roar!" said Kayla.

"How about a cat?" asked her mother.

"Easy!" said Kayla. "Meow! Now it's my turn! Who says who, who!"

"Who?" Her father scratched his head.

"An owl!" said her mother. "That's who! It's an owl!"

"Correct!" said Kayla. "What animal says cock-a-doodle-doo!"

"A rooster!" said her father. "My turn! What animal says chirp, chirp!"

"A bird!" said Kayla. "This is fun. I know all my animal sounds."

chirp, chirp, chirp...



cock-a-doodle doo!...



who, who...

...gobble, gobble...



roar...



meow...





Ages 3-4

P R E S C H O O L

buzzzz...



hiss...



peep, peep...



click click...

moo...



quack, quack...



meow...



Kayla played the guessing game until she ran out of animals to guess. She knew that pigs said "oink, oink." Donkeys said "hee-haw." Sheep said "baah, baah." Horses said "neigh." She also knew that bees "buzzed," snakes "hissed," and baby chicks said "peep, peep!"

"Last one," said her mother. "It's getting late. Who says click, click?"

"Dolphin," said Kayla. "I learned that at the aquarium today."

"You are very good indeed," said her father giving her a hug.

"We can't fool you!"

"One more, please!" asked Kayla with a big yawn. "Pick a hard one."

"Okay," said her mother. "Just one more. What sound does a butterfly make?"

But Kayla didn't answer. She was fast asleep and snoring.

"Flutter, flutter," answered her mother as she kissed Kayla and tucked her into bed.

"Good night. We'll play again tomorrow."



chirp, chirp, chirp...



cock-a-doodle doo!...

who, who...



Write Me a Note!

Your kindergartner will love looking for words, especially familiar ones. She will find them everywhere—from “sale” signs to street signs, from books to buildings. You can help your child make the connection between letters and sounds in fun ways. Try leaving a message to your child on the refrigerator or place a love note in her lunchbox. Writing and reading letters and notes will reinforce the power of print in a way that has meaning to your child.

Milestones

Your kindergartner should:

- Enjoy being read to and “read” familiar books alone, often by memory;
- Have some *alphabet knowledge*—know and be able to name the upper- and lowercase letters and make the connections between these letters and the sounds they make;
- Write his own name (first and last) and some high-use words (*the, mom, dad, and, I, my*);
- Understand that we read English from left to right and top to bottom and be familiar with other *concepts of print*.



DID YOU KNOW?

- **Singing songs and reciting rhymes provide much more than just entertainment for your child!** Activities like these help your child notice the beginning and ending sounds of words, the parts of words we call syllables, and the fact that some words rhyme. Knowing these things about the sounds of spoken language is an important skill called *phonological awareness*.

Try This!**HAVE CONVERSATIONS WITH YOUR CHILD THROUGHOUT THE DAY.**

Ask open-ended questions (not yes or no questions) that encourage her to discuss what she's doing, feeling, and thinking.

SHOW YOUR CHILD HOW PEOPLE USE READING AND WRITING THROUGHOUT THE DAY.

Ask him to help you read and follow a recipe, write a shopping list, and go through the mail with you.

PLAY WITH LETTERS AND SOUNDS. A good start is "*Riddle, riddle, ree. I see something you don't see. It starts with the letter B.*" Let your child guess what you see, then it is his turn to find an object for you to see.

WRITE A STORY TOGETHER. YOU CAN START IT AND YOUR CHILD CAN FILL IN THE BLANKS. For example, write, "Once upon a time there was a _____. They told their _____ they were going to look for _____." When you're finished, your child can illustrate the story. Seeing his own feelings and ideas in print will build his reading confidence.

JOIN YOUR LOCAL LIBRARY. (Your child can help fill out her own application!) This is a wonderful way to show how reading and writing are used in everyday life. Create a special shelf or area, one your child can reach, for all the books you borrow from the library.

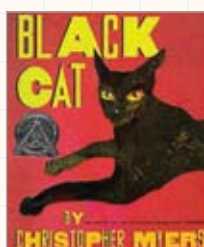


BOOK NOOK

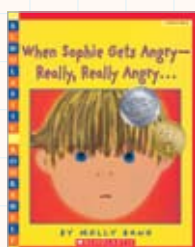
When choosing books for your kindergartner, look for:

- Plots that your child can relate to (friendship, going to school, family issues) and encourage your child to ask questions and explore his world;
- Language that has natural rhyme and repetition;
- Puzzles and simple games you can play together;
- Books written in your child's native language if it is not English;
- Illustrations that engage your child;
- Gold, silver, or bronze stickers that indicate the books have won awards (Coretta Scott King, Newbery, Caldecott).

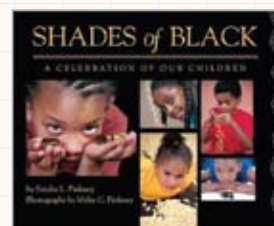
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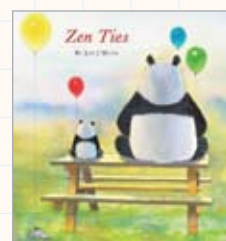
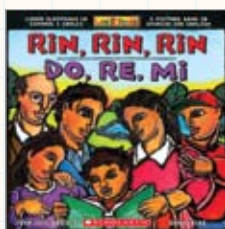
Black Cat
by Christopher Myers



*When Sophie Gets Angry—
Really, Really Angry...*
by Molly Bang



Shades of Black
by Sandra L. Pinkney



Sobremesa

AFTER THE MEAL

Each night, after dinner, Miguel's family ate dessert and talked about their day. Tonight was very special. His uncle and aunt were visiting from South America.

Miguel's sister, Adrianna, put a plate of fruit on the table. It was filled with sliced bananas, passion fruit, blackberries, and apples. Miguel didn't want fruit. He was waiting for his favorite dessert. His aunt made the best Dulce de Leche on the planet.



“Something smells good, Aunt Josefina!” said Miguel.

“Gracias,” said his aunt. She put a cup of creamy caramel pudding in front of him.

“Are you really a cowboy, Uncle Benito?” asked Miguel.

“Yes,” said his uncle. “We have a thousand head of cattle on our ranch. Some of the finest in the world.”

“One thousand! That’s a lot of animals!” said Adrianna.

“It is not so much,” said her uncle.

“Yes it is!” Aunt Josefina winked. “We raise sheep as well. But it is a hard job. Ask your father. He had a cowboy adventure when he was your age.”

Miguel’s father smiled a sly smile and helped himself to the fruit.

“You were a cowboy too?” asked Miguel.

“Yes. But I don’t like to talk about it,” said his father. “Why not tell us about your soccer game?”

“Okay!” said Miguel. “But first, we want to hear about being a cowboy.”

Miguel’s mother winked. “Yes. Tell the story, Manuel.”



"Oh, all right," said his father. "When I was six years old, I wanted to go on a cattle drive. But my father said I was too little. So I waited until the men were gone and I saddled up a horse." He stopped.

"Go on, please!" said Adrianna.

"Well," said their father. "I was in such a hurry I forgot to close the barn door. All the horses escaped into the pasture. That sent the sheep scattering in all directions."

"How many sheep?" Miguel asked.

"One hundred and fifty," said his father. "We lived on hundreds of acres of land. So you can imagine how far the animals traveled. I tried and tried all day to get those stubborn animals to follow me home. But animals do not obey a six-year-old boy with no cowboy skills. The sheep went in one direction. The horses went in another."

"So what happened?" Miguel asked. By now he had forgotten about his dessert.



"I went home, packed a sack, and hid in the stable in case I needed to run away. But I fell asleep in the hay. My father found me and carried me to bed."

"What happened to the animals?" Miguel asked.

Uncle Benito laughed. "They came home on their own. The next time, we took your father with us. It was safer for the sheep and horses."

Miguel laughed too. His first adventure had been much better.

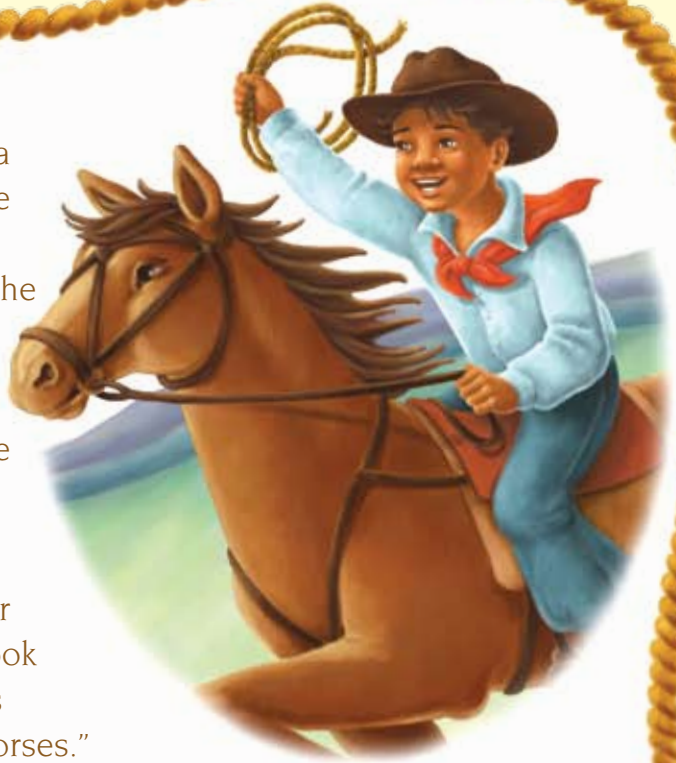
"Would you and your sister like to come for a visit?" asked Aunt Josefina. "We could teach you both how to be cowboys."

"Cowgirl!" Adrianna corrected.

"Okay. I think I would be good at it," said Miguel.

"You do?" asked his uncle.

"Today, I played in my first soccer game. I did a good job of kicking the ball into the net. We won! So I think I would be able to get animals to go in the right place too. Besides, I would like to ride a horse and visit a ranch. So count me in!"



Let Me Show

Milestones

Your first grader should:

- Better understand the way letters work together to create the sound of words;
- Use letter sounds, sentence meaning, and word parts to identify new words;
- Write short sentences and attempt to use some punctuation and capitalization;
- Read and retell familiar stories in his own words;
- Want to engage in a variety of literacy activities (choosing books he wants to read, making up short stories).

This is an exciting time for your child. She is learning about the meaning of stories, pictures, words, and language. At this age, your child is focusing on letters and the sounds they make. She will point to letters and words on the page while she reads aloud. You will want to encourage her newfound skills by finding opportunities for her to read books and other reading materials. This doesn't have to cost a fortune: Join your local library, participate in your school's book clubs, or share books with neighbors, friends, and relatives.



You What I Know!

DID YOU KNOW?

- **It is important to praise your child's reading attempts. Why?** When your child makes guesses while reading, he is telling you what he is paying attention to. Saying the word "puppy" for "dog" means that your child is paying attention to the meaning of the story and using clues in the pictures. Saying "dig" for "dog" means that he is paying attention to the letters. Your child is using his own strategies to figure out what the story means—something that great readers do!

Try This!

CHANGE YOUR READING ROUTINE. One day read *to* your child. And the next day read *with* your child. Take turns reading each page or character. Then you can listen as your child reads to you.

READ NONFICTION BOOKS ON TOPICS THAT INTEREST YOUR CHILD (SUCH AS ANIMALS, TRANSPORTATION, OR HISTORY). This will help your child develop the vocabulary he needs to talk about the world around him.

HELP YOUR CHILD WRITE TO A RELATIVE WHO LIVES IN A DIFFERENT CITY OR COUNTRY. This is a great way not only to practice reading and writing but also to learn about family and heritage.

TURN DAILY ACTIVITIES INTO LEARNING MOMENTS! Point out print in your home and community, talk about what you are doing whether it's cooking or simply riding the bus.

ENCOURAGE YOUR CHILD TO SHARE WHAT HE IS LEARNING ABOUT WRITING AND READING IN SCHOOL. Let your child pick his favorite books and display them around your home.

SHARE WITH YOUR CHILD'S TEACHER EXAMPLES OF WHAT YOUR CHILD CAN DO IN WRITING AND READING. Discuss any concerns you may have. Ask how you can support your child's classroom learning at home.

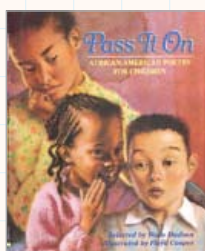


BOOK NOOK

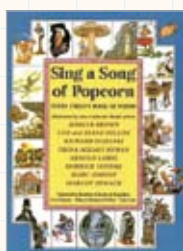
When choosing books for your first grader, look for:

- Simple and short stories that your child can read on her own;
- Classic stories such as fairy tales, myths and legends;
- Books about other countries and cultures;
- Poetry books;
- Audiobooks with read-along texts;
- Simple dictionaries with illustrations and photographs.

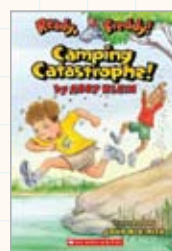
LOOK FOR BOOKS SUCH AS:



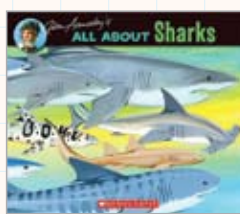
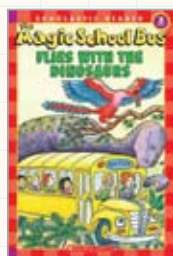
*Pass It On:
African-American
Poetry for Children*
by Wade Hudson



*Sing a Song of Popcorn:
Every Child's Book of Poems*
Beatrice Schenk
deRegniers, editor



*Ready, Freddy! Camping
Catastrophe*
by Abby Klein





Writing Kanji

Keiko and Tomi were very excited. Their ojiisan, their grandfather, had come from Japan to live with them. They were showing him how to write the English alphabet.

Keiko carefully traced the letter “A” with her pencil. She made one stroke to the left. Then she made another to the right. She crossed the two lines with a bar. “It’s easy!” she said.

Her grandfather smiled. He made the letter “A” with an ink pen.

Next, Tomi made a straight line with a blue crayon. He drew two round humps on the front. “That is the letter “B”, he said. “There are twenty-six letters in the alphabet. When you put them together you can make words.”



His grandfather studied the letter. "You are lucky," he said. "In America there is only one alphabet to learn. In Japan there are three."

"Three?" asked Tomi.

"Yes, three," said his grandfather. "There is Kana, Hiragana and Kanji."

Keiko's grandfather pulled a brush and ink from his bag. "Kanji uses pictures to make numbers and words. It is thousands of years old." He made a single brush stroke from left to right. "What do you think that means?"

Keiko and Tomi shook their heads.

"It's simple. Look at it again."

"It's a dash," said Keiko.

"Yes," said their grandfather. "It is also the number one."

Keiko's eyes grew big. In America, the number one is written from top to bottom. "What is a number two?"

Her grandfather drew another line from left to right. Above it he drew a shorter line.

"That's it?" asked Tomi.

"That's it," said his grandfather. "Can you guess the number three?"

Tomi took his grandfather's brush. He carefully drew three lines, one on top of the other.

"Correct," said his grandfather.

"This is easy!" said Tomi.

"Not so fast," said his grandfather. "Those were the easy ones. How would you make a number ten?"

Keiko drew ten straight lines. Her grandfather laughed. He drew two lines in the shape of a cross. "Ten," he said.

Tomi scratched his head. "This is not as easy as it looks."

"But it is beautiful," said Keiko.



"Can you show us more?"

Their grandfather made a stroke to the left. Then another stroke to the right.

"You're making an A!" said Keiko.

"Not quite," said their grandfather. He crossed his letter with a bar just like Keiko had. But when he was finished, it looked like a running man instead of an A. "Do you know what that word is?"

"That is a word?" asked Tomi. "It looks like a letter."

"That is the symbol for big," said their grandfather. Next he drew a crooked square. "That is the symbol for mouth." He drew a bar across the inside. "Now it is the symbol for sun. Japanese writing is done with pictures and symbols."

"I want to learn Kanji," shouted Keiko.

"Me too!" said Tomi.



"Let's make a deal," said their grandfather. "You can teach me to write the English words. And I will show you how to write words in Kanji. Do we have a bargain?"

"Yes," said Keiko and Tomi. They pulled out their crayons and papers. They wrote simple words. Their grandfather drew the symbols in Kanji. Their grandfather was right. Writing the English alphabet was easier. But Kanji was more fun! Keiko and Tomi were only in first grade. But they were learning to write words in English AND Japanese.



I Can Read It

Milestones

Your second grader should:

- Have a system that she uses when the meaning of a sentence or paragraph is not clear (such as rereading or questioning);
- Enjoy reading fiction and nonfiction for interest and information;
- Use common letter patterns and letter-sound relationships to spell words;
- Punctuate simple sentences correctly and check her own work for errors;
- Show signs of a growing vocabulary and use of language rules when writing and speaking.

Your second grader is coming into his own as an independent reader. You might notice your child reading aloud smoothly or reading silently to himself. You will also see your child's reading preferences emerge as he begins reading for pleasure. This is a critical time for you to help your child read and write with greater ease and confidence. Praise your child's reading and writing efforts, allow him to pick his own books, correct his errors only when he asks for help, and be understanding if he becomes bored with a book and wants to stop reading it. This will help your second grader become a better reader and writer who is willing to take risks.



On My Own!

DID YOU KNOW?

- **Look at what your child can do! Why?** Your child will notice that you are paying attention to his hard work, and that will motivate your child to “improve” and refine his own reading process. If you have any concerns about what your child does not know, share them with his teacher.

Try This!

TALK TO YOUR CHILD ABOUT THE BOOKS SHE IS READING. Ask her to tell you why she likes a certain book or story. Talk about the language, characters, and plot of the story.

READ FOR INFORMATION. Read maps, graphs, charts, bus schedules, and recipes together. Learning how to read these types of tools is an important life skill.

ENCOURAGE YOUR CHILD TO KEEP A JOURNAL. It could be a diary for personal thoughts, a journal in which she writes about books she is reading, or a “dialog journal” the two of you can keep in which you “talk” to each other by writing notes.

LET YOUR CHILD SEE YOU READING! It doesn't matter if it's a novel, newspaper, or magazine—it is important to remember that you are your child's first and most important role model.

THIS IS A GOOD TIME TO INTRODUCE FUN BOARD GAMES THAT INVOLVE MAKING UP WORDS!

BECOME INVOLVED IN SCHOOL ACTIVITIES AND COMMUNICATE OFTEN WITH YOUR CHILD'S TEACHER. This lets your child know you value education.

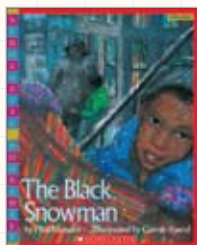


BOOK NOOK

When choosing books for your second grader, look for:

- Books that will challenge but not frustrate your child;
- Fiction and nonfiction books that reflect your child's interests or schoolwork;
- Stories that develop strong characters and memorable plots;
- Books that paint a realistic view of the world and stress growing-up themes;
- Favorite characters, authors, and illustrators that your child has previously enjoyed;
- Books that introduce new vocabulary words.

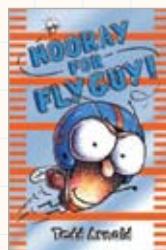
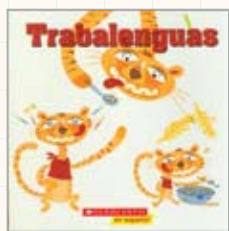
LOOK FOR BOOKS SUCH AS:



The Black Snowman
by Phil Mendez



Little Bill
by Bill Cosby

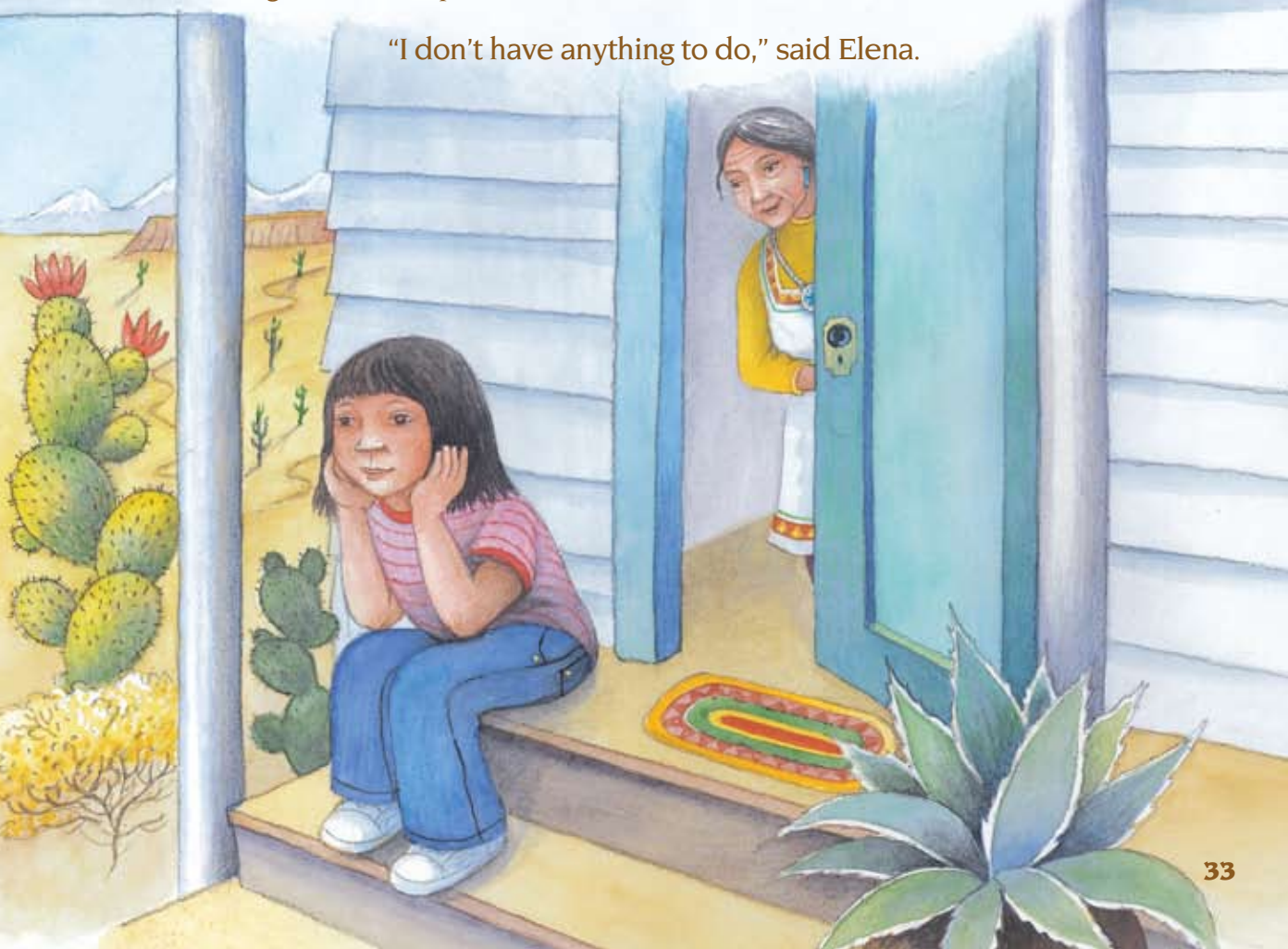


Making Navajo Fry Bread

Elena sat on the front steps of her house and brushed the red dirt from her jeans. There was no one around to play with. Her brother was at a softball tournament. Her older sisters had climbed to the top of the mesa, a steep hill in the distance. Elena had tried to climb to the top of the mesa too. But it was too hard. So she rode home on her horse, brushed his coat, and led him to the pasture.

Her grandmother poked her head out the door. "What's the matter?"

"I don't have anything to do," said Elena.



"I am making fry bread," said her grandmother. "Would you like me to teach you the recipe? You have very neat printing. Why not write down the steps while we work? One day, you can make it for your family too."

Elena pulled bowls from the cupboard. Then she gathered all the ingredients and put them on the counter. She found flour, salt, powdered milk, baking powder, water, and oil.

"Are you missing something?" said her grandmother.

"I don't think so," said Elena.

"Think," said her grandmother. "How will you measure the ingredients?"

Elena laughed. She forgot to take out the measuring cups and spoons.

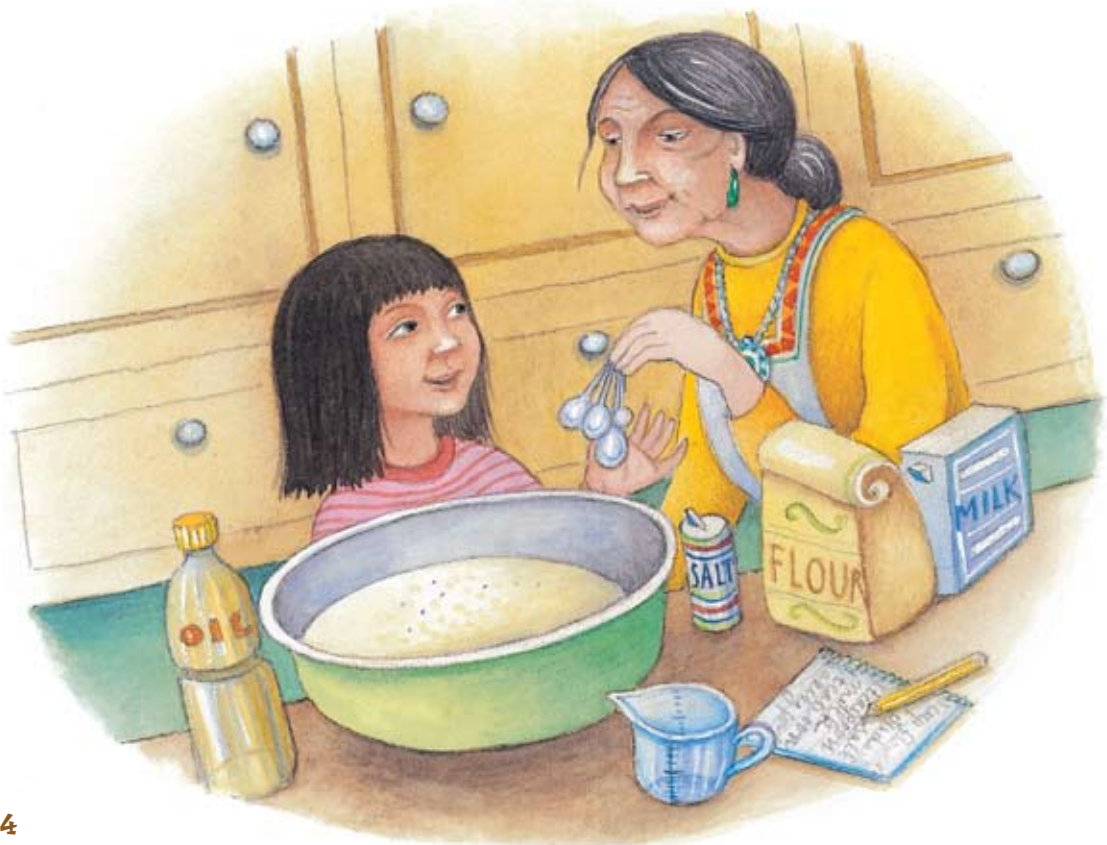
"Ready!" said Elena. "How much flour do I need?"

"Three cups," said her grandmother.

Elena carefully measured the flour and sifted it into a bowl. She wrote the amount in her notebook.

Next she took the measuring spoons. "How much salt?"

"A pinch," said her grandmother.



Elena did not know how to measure a pinch. "What size spoon should I use?" "Half a teaspoon will do," said her grandmother.

Elena found the spoon marked "1/2 tsp." She measured the salt and poured it into the bowl. She added the final ingredients: half a cup of milk, one tablespoon of baking powder, and one-half cup of water. Each time she wrote the step in her notebook. When she was finished, she mixed everything together until it formed a sticky ball.

While her grandmother heated oil on the stove, Elena covered her hands with flour. She pulled out two small

pieces of dough. She gave one to her grandmother. Together they pushed and pulled and stretched the dough until it was the shape of a small round plate.

"It's ready!" said Elena.

Her grandmother put the dough into the hot oil. Elena stood back so that the oil would not splatter her. She watched the dough rise and bubble. After a few minutes, her grandmother turned it over to cook on the other side. The bread turned crispy and brown. Elena stretched more dough while she waited. When she was finished, she and her



grandmother had enough bread to feed the family. She covered the bread with meat, cheese, lettuce and tomatoes. The bread could be folded like a giant taco.

"You know," said her grandmother. "I had big brothers and sisters too. They often left me behind because I was too little to keep up." She took off her turquoise necklace and put it around Elena's neck. "It belonged to my grandmother. Now it belongs to you for being my special helper."

Suddenly, Elena's brother burst through the door. "We won!" he

shouted. "We took first place at the tournament! I invited some friends for dinner. I hope that's okay." Six boys ran into the bathroom to wash their hands.

"Uh oh!" said her grandmother. "We don't have enough fry bread!"

"That's okay," said Elena, holding up her notebook. "I have the recipe! I can make more!"



Let's Read to Learn!

Chances are, your child is now reading well on her own. Reading has become a worthwhile and personally rewarding experience. She is reading in order to learn new things and complete class assignments. One of your goals is to help your child maintain good reading habits and take responsibility for her own learning. You can do this by simply creating a space in your home where your child can comfortably read and write. Provide a place for books and reference materials such as *Scholastic Children's Dictionary*, as well as basic school supplies.

Milestones

Your third grader should:

- Have increased *fluency*—the ability to read text accurately and quickly;
- Read longer selections and chapter books independently for enjoyment;
- Be able to discuss underlying themes or messages in fiction and distinguish cause and effect, fact and opinion, main idea and supporting detail in nonfiction;
- Have a rich and expanding vocabulary;
- Be attempting different types of writing.



DID YOU KNOW?

- **Reading aloud isn't just for very young children.** Children of all ages love to hear stories read aloud. Try more "mature" reading materials—newspapers, magazines, and chapter books, for instance. Reading aloud increases your child's listening comprehension and vocabulary. Ask your child's teacher or your local librarian to suggest books and magazines that are appropriate for your child's age group.

Try This!**NEVER STOP TALKING WITH YOUR CHILD.**

Discuss his life in and out of school. Listen, seek solutions together, and soon your child will be sharing his day with you.

MAKE WRITING A HABIT, AN EVERYDAY ACTIVITY. Suggest that your child write his life story. This will give you ideas about what he finds important.

HELP YOUR CHILD MANAGE HIS READING LIFE. Together, figure out when to read, study, play, and socialize.

FILL YOUR HOME WITH BOOKS, NEWSPAPERS, MAGAZINES, AND OTHER READING MATERIALS. When you read, talk about what you think makes for good writing and what makes you like or dislike a particular author's style.

STAY IN REGULAR CONTACT WITH YOUR CHILD'S TEACHER ABOUT HIS ACTIVITIES AND PROGRESS IN READING AND WRITING.

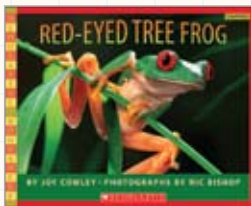
ENJOY INTERACTIVE LITERACY BUILDING GAMES WITH YOUR CHILD. There are many safe and fun web sites for you to use. And, most libraries offer free Internet access!



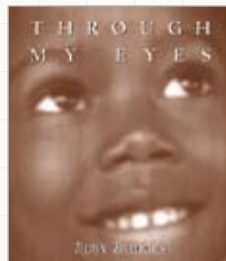
BOOK NOOK

When choosing books for your third grader, look for:

- Books that will challenge but not frustrate your child;
- Accurate, current information from a qualified author/editor;
- Subject matter that interests your child;
- Attractive illustrations, photographs, maps, graphic organizers, and other visual aids;
- Well-organized text that is clear and easy to read.

LOOK FOR BOOKS SUCH AS:

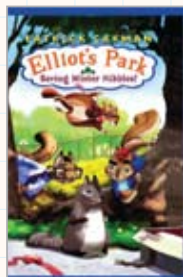
Red-Eyed Tree Frog
by Joy Cowley



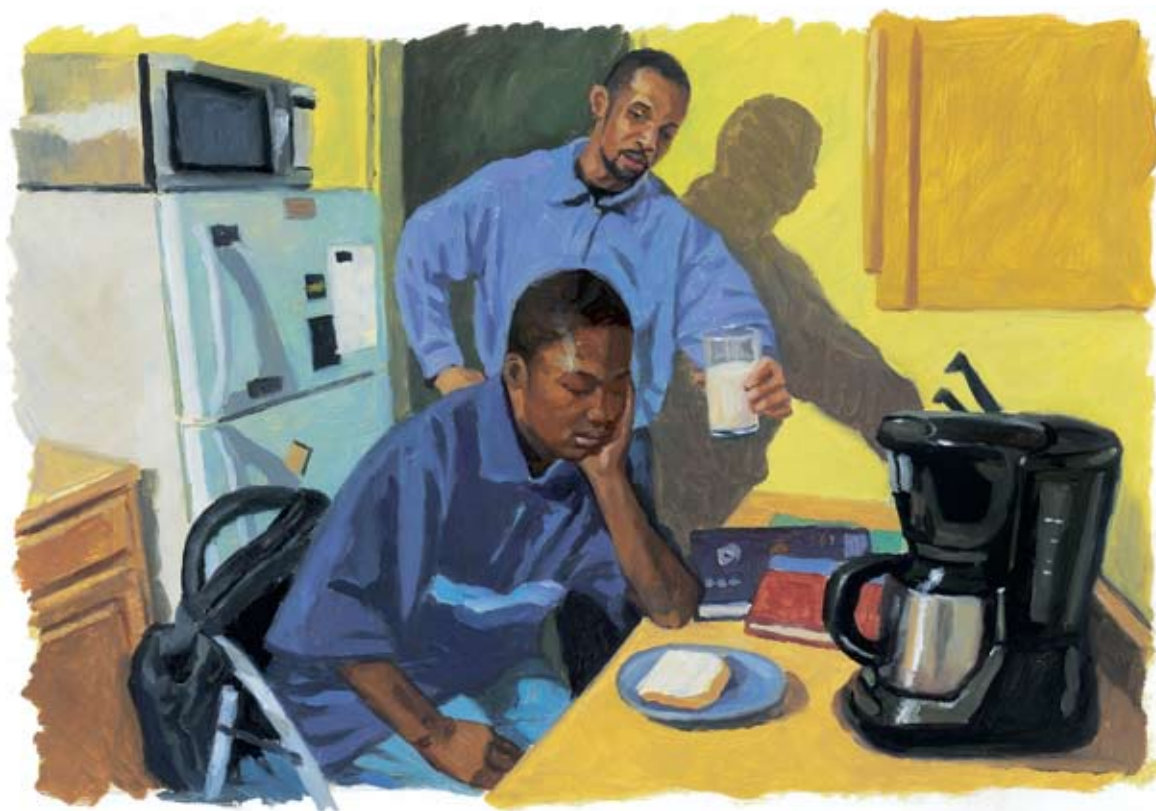
Through My Eyes
by Ruby Bridges



*Maya and Miguel: Soccer
Around the World*
by Tracey West



UNITED STATES SAFARI



Malik dumped his books on the kitchen counter and sat down. He put his head on the table and groaned.

“What’s wrong, Malik?” asked his father.

“I have to do a school paper on animal habitats,” said Malik. “And I don’t know what to write about.”

His father put a peanut butter and jelly sandwich on the table.

He put a cold glass of milk next to it. "I think that sounds exciting. There are a lot of great habitats to choose from."

"You don't understand," said Malik. "I tried for the Sahara Desert and the Serengeti Plain in Africa but those were taken. I asked for the Australian Outback because I like wombats and koala bears, but it was taken too. The same with Indonesian rainforests. They have cool flying squirrels."

"How about the United States?" asked his father.

Malik groaned. "It's the only thing left. But that's so boring. Everyone else will have fun facts and interesting things to talk about. I'm doomed."

"We could go on an animal safari," said his father.

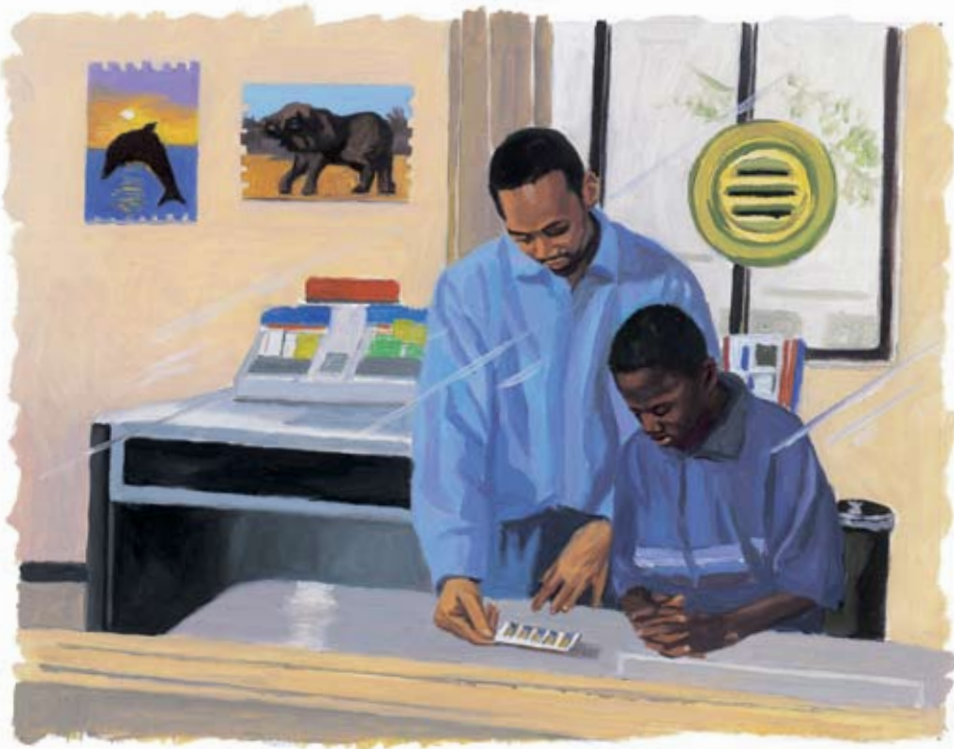
"Safari?" asked Malik. "In the United States?"

"Yes. Let's go to the zoo and see what we can find. Then we can get books at the library. There must be something interesting closer to home than Africa."

"Okay," said Malik. "But I don't think I'll get an 'A' for writing about cats and dogs."

On the way, Malik's father stopped at the post office. The wall was covered with posters for new stamps. One was covered with paintings of dolphins, whales and turtles. Another had pictures of buffalos. "These are interesting, Dad. Can you get them instead of the regular ones?"

"Of course." His father winked and made the purchase. The postmaster gave Malik a flyer that included facts about the animals on the stamps.





Next, Malik and his father went to the local zoo.

"I have to write a paper about animal habitats in the United States."

The zookeeper thought a moment. "You want something unusual? How about prairie dog habitats? Or the desert shrew?"

Malik shook his head. "I was hoping for something more interesting. Like sea lions. But they're not found in the United States."

"Oh no?" said the zookeeper. "Try Seattle, Washington. Or the coast of California!"

After an hour of searching, Malik had several ideas. But he had still not found that one special idea. "This is hopeless. I guess I'll write about rivers. I like beavers."

"Don't give up so fast," said his father.

At the library, Malik explained his problem to the librarian. She showed

Malik and his father how nonfiction books were sorted on the shelves. There was a special section just for countries. Next to that was a section on states.

"How about rain forests?" asked the librarian.

Malik shook his head. "I have to write about the United States."

"I understand," said the librarian. She showed him a book about Hawaii. "Did you know that each island is actually the top of a real volcano? The Hawaiian Islands are home to some of the largest rain forests in the world! You can find animals, plants and birds that cannot be found anywhere else in the world!"

"Really?" said Malik. He studied the pictures of waterfalls, forests, giant turtles and a goose called Nene. Humpback whales visited the islands each winter. The pictures looked like his stamps.



"I see you have buffalo stamps from the Post Office," said the librarian. She pulled a book about Kansas from the shelf. "It's the Kansas state animal. There used to be more than seventy million in America. You can still find herds on the prairies."

Malik read the first two pages. Buffalos were huge. "Thank you!" he said.

"Not done yet," laughed the librarian. "Did you know that Missouri has almost six thousand underground caves? That's more than any other state in the country. There are at least eight hundred types of troglobites living there."

"Troglobites?" asked Malik's father.

"Yes. Animals that only live in caves and nowhere else." She pointed to the

books. "Take your pick. It doesn't matter what part of the country you choose, you'll find weird and unusual animals."

Malik was amazed. He took books on Hawaii rain forests, Missouri caves and the Alaska wilderness to the front desk. He checked them all out with his library card.

On the way home his father asked, "So what part of the country did you pick?"

"Hawaiian rain forests," said Malik.

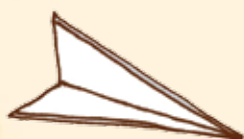
"Then why did you take the other books?" asked his father. "Missouri, Alaska and Kansas don't have rain forests."

"I know," said Malik, his head already buried in a book. "But there were so many places to choose, I've decided to read the other books for fun!"



Your Reading Room

Reading at home should feel personal, special, cozy, warm—and fun. We read because it's pleasurable and useful. Read books with your child that he chooses (even if you have read them over and over) and encourage him to read books he likes, independently, even if they seem too easy. Don't feel that what he reads at home has to mirror what he reads at school. Here are some suggestions to get you started.



DID YOU KNOW?

- **Fathers, brothers, uncles, and grandfathers need to read too!**
Why? A recent study reported that 40 percent of fathers do not read to their children. Men bring something new and valuable to the reading experience from different subject selections to different interpretations. Children need to see that reading has something to offer everybody.

Try This!

DO A BOOK WALK: LOOK AT THE COVER AND PICTURES IN THE BOOK AND TALK ABOUT THE STORY BEFORE YOU OR YOUR CHILD BEGIN READING. Discuss what you think the story might be about.

WHILE READING THE BOOK, ASK LOTS OF QUESTIONS: *"What is happening now?" "Why do you think the character is acting that way?" "What will happen next?"* Answer your child's questions even if it means interrupting the story.

AFTER READING A BOOK, ASK YOUR CHILD QUESTIONS SUCH AS: *"Who is your favorite character?" "What part of the book was interesting or funny?" "Can you think of a new or different ending?" "Does this book remind you of any other books we have read?" "Would you recommend the book to a friend?" "What new information did you learn?"*

KEEP A BOOK JOURNAL. A younger child can draw a picture, while an older child can write down thoughts about the chapter or book. If you are reading a book together, be sure to include your own thoughts (do not correct your child's errors— this will encourage her to take risks). This is a wonderful way not only to practice reading and writing but also to keep track of all of the wonderful books you have shared.

IF YOUR CHILD IS NOT INTERESTED IN THE BOOK THAT YOU ARE READING OR HE IS READING ON HIS OWN, PUT IT DOWN AND PICK UP ANOTHER ONE.

BOOK NOOK

Check out these books for yourself!

- ***Black Books Galore!: Guide to More Great African American Children's Books***
by Donna Rand, Toni Trent Parker (Jossey-Bass, 2001)
- ***Read to Me 2000: Raising Kids Who Love to Read*** by Bernice E. Cullinan (Scholastic, 2000)
- ***Books Kids Will Sit Still For: A Read-Aloud Guide*** by Judy Freeman (Libraries Unlimited, 2006)
- ***How to get your Child to Love Reading*** by Esmé Raji Codell (Algonquin Books, 2003)

Check out these great web sites and find everything from interactive literacy building games for kids to more resources and tips for adults.

- <http://www.readandrisemag.net>
- <http://www.leeyseras.net>
- <http://www.scholastic.com/littlescholastic/>

CONTACT THESE HELPFUL ORGANIZATIONS:

Scholastic Inc.

<http://www.scholastic.com>
Scholastic Community Affairs
(866) 512-6964

National Urban League

<http://www.nul.org>
Education Department
(212) 558-5300

National Council of La Raza

<http://www.nclr.org>
Education Department
(202) 785-1670

Reading Is Fundamental

<http://www.rif.org>
National Office
(202) 536-3400 or Toll Free (877) RIF-READ

National Center for Family Literacy

<http://www.familit.org>
Family Literacy InfoLine: (877)-FAMILIT-1
or (502) 584-1133

Bright from the Start

Georgia Department of Early Care and Learning
<http://www.dec.state.ga.us>
(404) 656-5957 or (888) 442-7735

Reach Out and Read

<http://www.reachoutandread.org>
National Center
(617) 455-0600

First Book

<http://www.firstbook.org>
National Office
(202) 393-1222 or (866)-READ-NOW

American Library Association

<http://www.ala.org>
(800) 545-2433

U.S. Department of Education

<http://www.ed.gov>

NOTES

NOTES

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The department also houses the Head Start State Collaboration Office, distributes federal funding to enhance the quality and availability of child care, and works collaboratively with Georgia child care resource and referral agencies and organizations throughout the state to enhance early care and education. For more information, go to www.decal.ga.gov.



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www.dec.al.gov



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